



Course ID:	Course Title:	Winter 2017
ED 641	Strategies of Youth Ministry	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tues. & Thurs.	Instructor:	Tim Moore DMin.	First day of classes:	Wed., Jan 4, 2017
Time:	1:00 - 2:15	Email:	tmoores@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 15, 2017
Room:	REL110	Phone:	403-410-2000 x4902	Last day to request revised exam:	Mon, Mar. 6, 2017
Lab/ Tutorial:		Office:	L2047	Last day to withdraw from course:	Fri, Mar. 17, 2017
Office Hours:	Posted at Office			Last day to apply for coursework extension:	Mon, Mar. 29, 2017
Final Exam:				Last day of classes:	Tue, April 11, 2017

Course Description

This course is an intensive and comprehensive study of the principles and the day to day practices and realities of youth ministry. All course work will focus on the distinct skills necessary to develop and implement an effective, intentional, sustainable and balanced ministry

Expected Learning Outcomes

Upon completion of this course the student should be equipped to:

- To have the ability to reflect theologically and missionally on ministry and life.
- To grasp and articulate a personal and Biblical philosophy of ministry.
- To structurally frame a balanced program for church or para-church youth ministry and family ministry based on an understanding the context of a student, the community, contemporary family issues and a commitment to the mission of the church or organization.
- To examine various youth ministry models and develop skills to design a “customized” model according to the local needs of the youth group/church/community involved. To be able to analyze and diagnose the uniqueness of congregations and communities and build appropriate ministry forms.
- To understand the importance of strategy and to gain ability to strategize a ministry by yourself.
- To project ways and means for maintaining a spirit of creativity and freshness in ministry so it can be maintained over the long haul.
- To develop the ability to create and use appropriate ministry forms and models.

- Ability to assess and implement emerging age appropriate ministry approaches to ministry in light of enduring theological (Bible, doctrine, philosophy) and contextual (history, psychology, sociological) perspectives.
- To develop a plan, strategy, vision and mission for youth ministry in which you will find yourself engaged within the first six months of employment.

Textbooks

1. **Bible**
2. Fields, Doug. 2002. **Your first Two Years in Youth Ministry: a personal and practical guide to starting right.** Grand Rapids, MI.: Zondervan
3. Folmsbee, Chris. 2016 **A New Kind of Youth Ministry.** Grand Rapids, MI.: Zondervan.
4. Keuss, Jeff. 2014. **Blur: A New Paradigm for Understanding Youth Culture.** Grand Rapids, MI.: Zondervan.
5. Rice, Wayne, Clark, Chap. 1998. **New Directions for Youth Ministry.** Grand Rapids, MI.: Zondervan.
6. Work, Mike. Olson, Ginny. 2014. **Youth Ministry Management Tools 2.0.** Grand Rapids, MI.: Zondervan

Course Schedule

January 5	February 2	March 2 Teaching Plan	April 4
January 10	February 7	March 7	April 6
January 12	February 9	March 9	April 11 Handbook, Readings, & Fields
January 17	February 14 Value Outcomes	March 14 M.A.P.	
January 19	February 16	March 16	
January 24	February 21 Reading Week	March 21 No Class today LYC	
January 26	February 23 Reading Week	March 23	
January 31 Exam	February 28	March 29	
		March 30	

Requirements:

A. Exam: Hard Copy Submission ONLY. Due: January 31, 2017. (5% of Final Grade)

This exam will be written in class. There will be one or two questions only, regarding the purpose of your youth ministry

B. Values Based Outcome Strategy: Hard Copy Submission Only. Due Feb. 14, 2017. (10% of Final Grade)

Values Based Outcomes Strategy is a point form, detailed description of the Christ's life as he called his followers to be disciples of him. Some may say the key character traits and lessons Jesus taught and modeled. You might consider the Gospel of John for your main biblical source but certainly not the only source.

1. What are the things that Jesus taught the listeners or disciples?
2. What was important for disciples to know before His ascension?
3. What are the core theological parameters that you deduce must be taught to teens?
4. Which Biblical books must be introduced and taught in Youth Ministry?

C. Multi-year Teaching Rotation: Hard Copy Submission Only. Due: March 2 2017. (10% of Final Grade)

Being intentional with a teaching plan is absolutely necessary. Random curriculum or random topics may produce great things; but over the long haul of several years, it seriously falls short. Taking your **Values Based Educational Plan**, you will need to ask the question **“How do we get kids from here to there?”**

This step is to produce a repeatable cycle/schedule for teaching/experiences that will cover all the things needed to effectively guide students toward the Values Based Educational Plan. What are the things they NEED to learn, struggle through, experience, taste, grasp, understand and begin to live?

The cyclical nature of this eliminates the need for constantly looking for teaching material, repeated searching for relevant topics, and the head scratching in your planning.

- This needs to include 2 CYCLES of 3 years each—3 years of Junior High, grades 7-8-9; and 3 years of Senior High grades 10-11-12. (if your ministry is set up to mimic the Calgary school system age groups or cycles of 2 years Jr high/middle school)

or

- 2 years of Junior High grades 7-8 and 4 years of Senior High like most of the rest of the country.

D. The Ministry Action Plan: Hard Copy Submission Only. Due: March 14, 2017. (20% of Final Grade)

There are 2 main aspects to ministry strategy:

1. Building/maturing the people of God
2. Building a ministry structure to accommodate that movement.

Obviously people are the focus... program is the vehicle to take us there.

This assignment begins to give definition to the program structure that follows and fleshes out the previous assignments.

This starts with a detailed description of what the ministry will look like in 5-6 years from now. Define, in point form, the ministry when everything is running as you dream, under your leadership. Then break this down into stages of implementation; working backwards from year six/five to year one. This plan will include ALL aspects of your ministry (worship, leadership, teaching, priorities, volunteers, small groups, etc). It should be easy to follow and demonstrate a building, developing, deepening, flowing ministry that is intentionally taking people in the same direction over a long period of time.

E. Ministry Handbook: Hard Copy Submission Only. Due: April 11, 2017. (20% of Final Grade)

How are you going to communicate what you are going to do? What will it take you to help people understand you aren't just a youth ministry?

Now, put it all together into a single, formatted document that describes and lays out your entire youth ministry. We will view several examples in class.

Include:

- Team bibliography
- A description of mission, vision, values (or a shorter, more concise version of your philosophy of ministry)
- Values Based End Result/End Goals
- Teaching rotations
- 5/6 year plan
- Sample Calendar
- Ways to get involved
- Glossary defining groups eg. (TNT= Junior High; YSC= Sr. High; Club 56= Grade 5 and 6)

- Maybe, even a description and expectations for volunteers with an application form and sign-able covenant between a volunteer and you.
- Other things that will help explain your ministry

Don't just take all your assignments and jam them into a binder. Format this so that it is visual and looks like it is all one document. This will be a publically published document for your congregation. People should look at it and want to read it – every page! People should be able to read through this and clearly visualize your heart and dream – and see that you are capable and intentional. This ministry handbook needs to speak when you aren't there to speak for your ministry.

F. Reading and Annotated Bibliography: Hard Copy Submission only. Due: April 11, 2017. (20% of Final Grade)

All the required reading texts must be read in their entirety by the due date. We will be discussing the books in class and you will need to demonstrate that you read the book by your participation in the classroom discussions. They assigned texts will assist you a great deal in writing assignments.

You are required to write a 1 page reflection on each book. In this reflection please interact with what you learned, don't tell me about the writing ability of the author. Tell me what you see about yourself as a result of using the book 'as a mirror'. **Record three questions you would ask the author if given the opportunity.**

Hint: Read these as if you were going to have a conversation about the content....

1. Folmsbee, Chris. 2006. *A New Kind of Youth Ministry*. Zondervan – January 20
2. Keuss, Jeff. 2014. *Blur: A New Paradigm for Understanding Youth Culture*. Grand Rapids, MI.: Zondervan.
3. Rice, Wayne, Clark, Chap. 1998. *New Directions for Youth Ministry*. Grand Rapids, MI.: Zondervan.
4. Work, Mike. Olson, Ginny. 2014. *Youth Ministry Management Tools 2.0*. Grand Rapids, MI.: Zondervan

Annotated Bibliography: Build a bibliography of Youth Ministry resources. Provide proper citation for websites, texts, or blogs you use in preparing your assignments. Provide a small reminder paragraph of information gleaned from texts. You will include this information in your Handbook.

Attendance:

In order to benefit from this course, each student is expected to attend and participate in **all** classes. Since this course is preparation for what ministry will be like in the field, you are only allowed to miss 20% (4) of scheduled classes. For each missed class you must have a substitute attend the class for you. A student missing more than 20% of scheduled classes will not be able to receive a passing grade for the course. In the cases of severe or prolonged illness, or other extenuating circumstances, the Academic Dean may grant exceptions. (This is like getting fired for not doing your work; there will be no union to defend you in ministry)If the particular format is required, please be explicit. **I really would rather you not miss any classes...just saying...**

G. Fields Assignment: Hard Copy Submission only. Due: April 11, 2017. (10% of Final Grade)

The professor has provided you with a number of theological and personal ministry reflection questions. Please answer the following questions, the text will provide impetus for your answer.

1. Why do I want to lead a youth ministry? What is my Motive for taking on a Youth Ministry? (Chapter 1)
2. Describe how you will build relationships with teens. (Chapetr4)
3. Why do you think it is difficult for parent's to accept authority from youth workers who aren't parents of teenagers? Can this be changed? How? (Chapter 5)
4. In the ministry you are about to design or join, are the five Biblical purposes apparent? Describe the target audiences and the biblical purposes for each of the programs you have observed or plan to create. (Chapter 10)
5. What qualities will you look for when recruiting and choosing youth ministry volunteers?

H. Assignment and Grade Summary

Assignment	Value	Due Date
A. Exam	10%	Jan. 27
B. Values Based Outcome Strategy	10%	Feb. 10
C. Multiyear Teaching Rotation	10%	March 1
D. Ministry Action Plan	20%	March 10
E. Ministry Handbook	20%	April 7
F. Reading	20%	April 7
G. Fields	10%	April 7

Grade Rubric:

A+	95-100	Superior performance showing comprehensive
A	90-94	Understanding of subject matter
B+	85-89	Clearly above-average performance with
B	80-84	Knowledge of subject matter completely
C+	75-79	Basic understanding of subject matter.
C	70-74	Average normal
D+	65-79	Marginal performance.
D	60-64	Unsatisfactory performance
F	Below 60	Failure to meet course or assignment requirements

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

1. Submission of Assignments

- Print or Electronic Submissions: Please note if assignments are submitted electronically or submitted in printed form and conform. **You** are responsible for printing assignments. If your printer is not functioning, “crashed”, “kaput”, “destroyed”, “acting-up”... **YOU ARE STILL RESPONSIBLE TO PRINT AND SUBMIT ARE PRINTED COPY IN A TIMELY MANNER!**
- Late Submissions: Assignments are due at the beginning of class on due date. Late submissions will receive a 5% penalty per day up to five (5) days at which time the assignment will be awarded a failing grade. All assignments must be submitted to have a n opportunity to successfully complete this course. Late submitted assignments will not be awarded an A grade regardless of the quality of the submission.

2. Classroom Etiquette

In order for each of us to get the most out of this class, please observe the following:

- Arrive on time. Attendance will be taken.
- Do not talk compulsively. Be self-aware and leave space for others’ voices.
- Do not be silent. Speaking is a crucial aid to formulating your thoughts on a topic.
- Eating in a formal venue like a classroom is barbaric; since university education is meant to civilize you, don’t do it. “Un-slurped” beverages are fine. If you would like to eat in class there will be a peer-professor tax—be prepared to provide sustenance to all.
- Biological breaks. If you must leave class for a biological emergency, excuse yourself quietly and do not return to class.

Despite frothy claims to the contrary by those addicted to it, technology only rarely aids learning. Thus, any student abusing the privilege of engaging any electronic devices in class will be immediately excused from class and perhaps the course. You may be asking what constitutes abuse. Beeping, dinging, email, Messenger, Facebook, Twitter, Netflix, Sports (except otherwise instructed) constitute abuse. It is all up to the professor's discretion.

Recommended Reading List:

Borthwick, Paul. 1988. ***Organizing Your Youth Ministry***. Grand Rapids, MI: Zondervan.

Burns, Jim & DeVries, Mike. 1988. ***The Youth Builder***. Eugene, OR.: Harvest House Publishers.

Burns, Ridge & Campbell, Pam. 1994. ***Create In Me a Youth Ministry***. Wheaton, Ill.: Victor Books.

Fields, Doug. 1988. ***Purpose Driven Youth Ministry***. Grand Rapids, MI.: Zondervan.

Christie, Les. 1987. ***Unsung Heroes***. Grand Rapids, MI.: Zondervan.

Clarke, Chap, & Powell, Kara, E. 2006. ***Deep Ministry in a Shallow World: not so secret Findings about youth ministry***. Grand Rapids, MI.: Zondervan.

Creasy-Dean, Kenda. 2004. ***Practicing Passion: Youth and the Passion for a Passionate Church***. Grand Rapids, MI.: Eerdmans.

Dunn, R. Richard. 2001. ***Shaping the Spiritual Life of Students: A Guide for Youth Workers, Pastors, Teachers and Campus Ministers***. Downers Grove, IL.: InterVarsity Press.

King, Mike. 2006. ***Presence-Centered Youth Ministry: Guiding Students into Spiritual Formation***. Downers Grove, ILL.: InterVarsity Press.

Marcum, Walt. 2001. ***Deepening Youth Spirituality: The Youth Workers Guide***. Nashville, TN.: Abingdon Press.

Mahan, Brian, J. Warren, Micheal & White David, F. 2008. ***Awakening Youth Discipleship: Christian Resistance in a Consumer Culture***. Eugene, OR.: Cascade Books.

Overholt, Dave. & Penner, James. 2002. ***Soul Searching the Millennial Generation***. Toronto, ON.: Stoddart Publishing Co. Ltd.

Rice, Wayne. 1998. ***Junior High Ministry (Updated and Expanded Edition)***. Grand Rapids, MI.: Zondervan.

Root, Andrew & Kendra Dean Creasy. 2011. ***The Theological Turn in Youth Ministry***. Downers Grove, ILL.: InterVarsity Press.

Robbins, Duffy. 1990. ***The Ministry of Nurture***. Grand Rapids, MI.: Zondervan.

Senter, Mark. 2001. ***The Four Views of Youth Ministry***. Grand Rapids, MI.: Zondervan.

Ambrose University Academic Policies:

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and/or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy.

Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.